

2009-2010
Campus Improvement Plan
for
Lieder Elementary



Cypress-Fairbanks Independent School District

SUCCESS: RIGHT HERE * RIGHT NOW

Mission Statements

Cypress-Fairbanks Independent School District Mission Statement

The district will provide the environment and learning opportunities for all students so that, as graduates, they will possess the qualities that will enable them to live meaningfully and successfully in society and in the workplace. The Cypress-Fairbanks ISD graduate will exhibit the following attributes:

- Effective Communicator;
- Competent Problem-solver;
 - Self-directed Learner;
- Responsible Citizen; and
 - Quality Producer.

Lieder Elementary Mission Statement

Lieder Elementary focuses on the diversity and strengths of all students. We believe every child has the ability to succeed.

Lieder Elementary
2009-10 Comprehensive Needs Assessment Summary

The staff at Lieder Elementary includes 66 teachers, 27 paraprofessionals, and 3 administrators. The student population is 12.9% White, 8.5% African American, 70.0% Hispanic, 8.6% Asian, and 0% Native American. Seventy-four percent of students who attend Lieder Elementary qualify for free or reduced lunch. The mobility rate for students at Lieder Elementary is 20.2%.

In accordance with Texas state legislative requirements, the staff at Lieder Elementary conducted a comprehensive needs assessment for the 2009-10 school year. The needs assessment was conducted to identify gaps in student achievement and other areas for improvement. The information used to conduct the needs assessment included the data from the 2009 Texas Assessment of Knowledge and Skills (TAKS), mobility, discipline, attendance, and teacher retention data.

A student group with fewer than eighty percent students passing in a given TAKS-tested content area is identified as a priority. Based on the review of the data, the Science (Hispanic) group was identified as a priority area. While this group scored 80% last year, they were the only group that kept our campus from being Exemplary after TPM was applied. Best practices will be used to address any areas of need in the content area(s) and student group(s) that may be identified during the year. Strategies to address the need in these areas are delineated in Part I of the campus improvement plan.

Lieder Elementary staff will implement behavioral strategies to reduce the number of discipline incidents related to inappropriate physical contact in the 2009-10 school year. Additionally, efforts will be made to improve the rate of attendance for all student groups including, African American (96.7%), Hispanic (97.4%), White (95.4%), and students who are economically disadvantaged (97.1%). The teacher retention rate at Lieder for the 2008-2009 school year was 96%.

Areas to Celebrate

STP	Area	Indicator	Description of Activity	Evidence of Success
Students	Subjects	Reading/ELA	Camp Tortuga, small group instruction, balanced literacy, reading specialists, district helping teachers	91-ALL, 100-AA, 87-H, 98-W, 89-ED
		Writing	Camp Tortuga, focused TAKS objective instruction	90-ALL, 75-AA, 89-H, 100-W, 89-ED
		Math	Camp Tortuga, focused TAKS objective instruction, math coaches, MHT	93-ALL, 96-AA, 92-H, 95-W, 93-ED
		Science	Camp Tortuga, super science camp, science coach; science showcase	89-ALL, 88-AA, 87-H, 94-W, 89-ED
		Social Studies	N/A	N/A
		Other	N/A	N/A
	Subgroups	All	Camp Tortuga, super science camp, science coach, MHT, math coaches, reading specialists, district helping teachers	TAKS scores
		AA	Camp Tortuga, super science camp, science coach, MHT, math coaches, reading specialists, district helping teachers	100-R, 75-W, 96-M, 88-S
		H	Camp Tortuga, super science camp, science coach, MHT, math coaches, district helping teachers	87-R, 89-W, 92-M, 87-S
		W	Camp Tortuga, super science camp, science coach, MHT, math coaches, reading specialists, district helping teachers	98-R, 100-W, 95-M, 94-S
		ED	Camp Tortuga, super science camp, science coach, MHT, math coaches, reading specialists, district helping teachers	89-R, 89-W, 93-M, 89-S
		LEP	Camp Tortuga, MHT, math coaches, reading specialists, district helping teachers	All subjects but writing > 85 (78-W)
		SE	Special education coordinator, special education liaison, diagnostician, collaborative tracking reviews and data analysis	100%- TAKS ALT, exemplary passing rate for SPED students
		Extracurricular	Student council, choir, Fitness Club, Name That Book team, and Destination ImagiNation	Agendas, student participation, club visibility and success, displays, celebrations

Part I: Areas to Celebrate

STP	Area	Description of Activity	Evidence of Success
Teachers	Professional Development	Book studies, professional learning communities, district staff development, staff generated professional development	Transcripts, teacher participation, positive feedback
	Qualifications	Met Title 1 criteria for "highly qualified" teachers, ESL certifications, GT certifications	100% highly qualified roster, certification documents
	New Staff	Mentor program, share sessions	Mentor logs, mentee agendas
	Retention	Book studies, professional learning communities, peer mentoring, team building, relationship building T1-5	Majority of staff retained
Parents		PTO, field trips, science resource center stations, literacy night, book fair volunteers, DARE, Camp Tortuga support, grade level programs, newsletters, field day, community mentors, parent advisory committees	Parent sign-in sheets, participation, student attendance

Area of Focus: Campus Culture

District Priority:

The district's schools will maintain an engaging environment conducive to student learning and employee effectiveness.

Campus Performance Objective:

#7

For 2009-2010, Lieder will focus on creating professional learning communities that promote teacher efficacy and satisfaction, student achievement, and parental involvement

Formative Evaluation:

Teacher retention data; surveys

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Develop positive relationships and maintain a caring and supportive campus culture through celebrations, cooperative learning, providing recognition, and reinforcing effort; implement basic strategies from <i>Teaching with Love and Logic</i> by Fay and Funk; reinforce BBR (Building Better Relationships) and PBIS (Positive Behavioral Interventions and Supports) skills.	AR SD T TI	All students	All staff	Data displays, attendance displays, recognitions, BBR and PBIS materials	Ongoing
	2	Make learning relevant through noting similarities and differences, making connections to real world situations and problems, and developing critical thinking and brain-based strategies.	AR SD T TI	All students	All staff	Computers, LoTI planning, displays	Ongoing
	3	Use technology to promote creativity and curiosity and improve skills for rigorous learning; increase proficiency with summarization and note taking. T1-2	AR SD T TI	All students	All staff	Computers, SmartBoards, LoTI planning	Ongoing
	4	Provide feedback to teachers through surveys addressing relationships, relevance, and rigor.	AR SD T TI	All students	Teachers	Surveys; model school materials	October, January, April

Part I: Areas to Improve

Objective #7 – Campus Culture

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Create professional learning communities that are responsive to data and campus needs and interests; implement 3 year plan based on Model Schools and book studies <i>for Teaching with Love and Logic</i> by Fay and Funk, <i>Mosaic of Thought</i> by Zimmermann and Keene, and <i>Using Technology with Classroom Instruction that Works</i> by Pitler, Hubbell, Kuhn, and Malenoski. T1-4	AR SD T TI	All staff	Admin team, campus leadership teams	Model Schools materials, book studies, data, wikispaces	Ongoing
	2	Promote best practices through BBR, PBIS, LoTI, brain-based learning, mentoring, coaching, Quantum Learning (QL), mega monitoring, and additional book studies: <i>What Great Teachers Do Differently</i> by Whittaker, <i>Getting to Got It</i> by Garner, <i>Growing Readers</i> by Collins & Calkins, and materials from Fountas and Pinnell.	AR SD T TI	All staff	Admin team, campus leadership teams, mentors, coaches	BBR, PBIS, LoTI, QL materials, monitoring software, professional literature	Ongoing
	3	Review effectiveness of best practices through feedback from personal reflections, walk throughs, mega monitoring, and surveys.	AR SD T TI	Teachers	Teachers, admin team	Reports, surveys, appraisal documents	Ongoing
Parents	1	Increase parent participation through school nights, parental involvement activities, VIPS, PTO, and school events. T1-6	PI TI	Parents	All staff	Admin team, campus leadership teams, specialists, PTO, incentives	Ongoing
	2	Increase parent access to campus resources such as library and computer lab.	PI TI	Parents	Admin team	Computer lab, library, TI support, incentives	Ongoing

Area of Focus: Student Safety and Health

District Priority:

Safety: The district's schools will maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Health: Ensure that students understand their responsibility to behave in ways that cause them to be physically fit emotionally healthy, and drug free.

Campus Performance Objective:

#1

Safety: For 2009-2010, the discipline referrals for **inappropriate physical contact** will be **reduced by 15%** based on the previous school year PEIMS data.

PEIMS Code	2008-2009 Discipline Data	2009-2010 Goal
Inappropriate Physical Contact	91 incidents	-15% = 75 incidents or less

Health: For 2009-2010, the campus will provide a coordinated school health and physical activity program in which 100% of the students participate.

Formative Evaluation:

Safety: District-developed reports

Health: Fitnessgram Reports and Student Survey

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Learn and use universal signals and procedures throughout the building.	VP	All students	All staff	PBIS training, PBIS matrices, campus policies and procedures	Ongoing
	2	Participate in daily PBIS and BBR lessons for each identified area of school activities; classroom guidance lessons, small support groups as needed.	AR VP	All students	All staff	PBIS training, PBIS matrices, BBR lessons, campus policies and procedures	Ongoing
	3	Learn and practice proper safety procedures for a variety of situations.	VP	All students	All staff	EOP	Monthly
	4	Participate in DARE program.	AR VP	5th grade students	5th grade teachers; DARE officer	DARE materials	Sept.-Oct.
	5	Receive incentives and celebrations to provide recognition and reinforce effort.	AR VP TI	All students	All staff	Incentives	Ongoing
	6	Health: Participate in CATCH program	AR	All	Teachers	CATCH Materials	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Refine and implement PBIS campus philosophy.	SD	All staff	All staff, PBIS coach	PBIS campus training; staff meetings	Ongoing
	2	Use PBIS, BBR, Love and Logic, and Quantum Learning strategies to create a safe, orderly, and inviting climate at Lieders.	SD T TI	All students, all staff, all visitors	All staff, PBIS coach liaison, behavior specialist, HEATER committee	PBIS, BBR, Love and Logic, and Quantum Learning materials; online courses	Ongoing
	3	Establish consistent implementation of administrative interventions with feedback relating to consequences.	SD	All teachers, admin team	PBIS team, PBIS coach, behavior specialist, admin team	PBIS team, PBIS coach, staff development, suggestion box	Ongoing
	4	Review a continuum of administrative interventions to be used campus wide for persistent misbehavior; revise as needed.	SD	All teachers, admin team	PBIS team and coach, behavior specialist, admin team	PBIS team, PBIS coach, staff development	Ongoing
	5	Follow campus procedures regarding student transportation safety measures.	VP	All staff	All staff	Campus EOP	Ongoing
	6	Train staff on campus EOP; conduct routine safety audits.	SD VP	All staff	All teachers, admin team	EOP materials	Ongoing
	7	Utilize classroom crisis bags for emergency situations and drills.	VP TI	All teachers	All teachers, admin team	Crisis bag materials	Ongoing
	8	Provide training for CPR and AED; encourage SpEd staff to attend CPI training.	SD VP	All staff	Nurse, all staff, admin team	Training materials	Ongoing
	9	Health: Present CATCH lessons to students.	AR	All	Teachers	CATCH Materials	Ongoing

Part I: Areas to Improve

Objective #1 – Student Safety and Health

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Parents	1	Share PBIS philosophies and strategies at parent nights and in parent communications. T1-6	PI T1	Parents	All teachers, admin team	Parent handouts, newsletters, web page, emails	Ongoing
	2	Share Student Code of Conduct, Lieder procedures, and discipline information in a timely manner and in an appropriate format.	PI T1	Parents	All teachers, admin team	Student/parent reference sheets, campus forms, phone calls	Ongoing

Area of Focus: Attendance

District Priority:

Ensure that students understand the importance of attending school regularly and completing high school.

Campus Performance Objective: #2

For 2009-2010, the ADA student attendance will be at or above **97%** for identified student groups.
(2008-2009 campus average: 96.3)

Ethnicity	Attendance Rate 2008-2009	Attendance Goal 2009-2010
AA	96.7%	97%
H	97.4%	98%
W	95.4%	97%
ED	97.1%	97%
AR	96.6%	97%

Formative/Summative Evaluation:

District-developed reports and AEIS

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Learn how to practice safe sanitation and good health.	AR	All students	Nurse, PE teachers, classroom teachers	PE curriculum, clinic information	Ongoing
	2	Set individual attendance goals.	AR	All students	Teachers	Attendance records	Ongoing
	3	Receive incentives and celebrations to provide recognition and reinforce effort.	AR TI	All students	All staff	Incentives	Ongoing

Part I: Areas to Improve

Objective #2 – Attendance

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Use PBIS, BBR, Love and Logic, and Quantum Learning strategies to create a safe, orderly, and inviting climate at Lieders.	SD TI	All students, all staff, all visitors	All teachers, admin team, behavior specialist, PBIS team, PBIS coach, BBR liaison, HEATER committee	PBIS, BBR, Love and Logic, and Quantum Learning materials	Ongoing
	2	Call students when they are absent to show concern, and stress the importance of being in school.	AR	Students, parents	Teachers, admin team, registrar	Student demographic sheet, attendance records	Ongoing
	3	Recognize and celebrate good attendance; reinforce student efforts to improve attendance.	AR TI	Students	Teachers, admin team, registrar	Happy notes, awards, celebrations, assemblies, calls home	Ongoing
Parents	1	Communicate with parents when students have extended absences and/or excessive tardies. T1-6	AR PI	Parents	Teachers, admin team, registrar	Demographic sheet, attendance records	As needed
	2	Communicate importance of good attendance and achievement; reinforce state requirements regarding attendance.	AR PI	Parents	Teachers, admin team, registrar	Demographic sheet, attendance records	Ongoing
	3	Communicate with parents and community members to transition children from early childhood programs to kindergarten; attend PK-K registration events. T1-7	AR PI TI	Parents	Admin team, registrar, district staff	newsletters, websites, flyers, support materials	Ongoing

Area of Focus: Science

Goal: EXEMPLARY

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 Target	2010 Com Target
5	All	125	86	46	121	89	31	90	48
5	AA	13	92	62	9	89	56	95	65
5	Hispanic	75	80	37	83	87	25	90	39
5	White	23	96	52	22	95	36	97	55
5	Eco. Dis.	88	84	40	79	89	27	90	42
5	SpEd	--	--	--	7	100	29	--	--
5	LEP	29	69	21	22	64	9	90	35
5	LEP M1	10	80	40	7	100	14	90	42
5	LEP M2	18	89	44	24	96	33	90	46

District Priority:

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

#3

For 2009-2010, all sub populations:

will increase science performance levels to **90% or better** or show a 5% gain if already at or above 90%.
will increase commended performance levels to meet or exceed **Gold Performance Acknowledgment of 35%**

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

Part I: Areas to Improve

Objective #3 – Science

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Participate in hands on science investigations and activities to develop conceptual understanding of science objectives. T1-2	AR T TI	All students	Science coaches, teachers, liaison, IS, TI specialists, LoTI mentors	Science lab, computer lab, district resources, Sat. camps, LoTI lessons	Ongoing
	2	Utilize graphic organizers, diagrams, foldable books, and technology to organize science information and record data.	AR T TI	All students	Science coaches, teachers, liaison, IS, TI specialists, LoTI mentors	Science lab, computer lab and carts, district resources, LoTI lessons	Ongoing
	3	Utilize observation guide, science journals, warm ups, and homework to increase comprehension, with a focus on earth science.	AR TI	All students	Science coaches, teachers, liaison, IS, TI specialists, LoTI mentors	Science lab, district resources	Ongoing
	4	Use SQ-RQ-CQ strategy on warm ups, benchmarks, and unit tests.	AR	All students	Science teachers, IS, TI specialist, admin team	Science journals, visuals	Ongoing
	5	Develop comprehension and conceptual understanding of science vocabulary.	AR T	All students	Science coach and teachers, science liaison, IS, TI specialists	Vocabulary suitcases, core science vocabulary, PowerPoints	Ongoing
	6	Utilize science materials to reinforce scientific concepts.	AR T TI	All students	Science coaches, teachers, liaison, IS, TI specialists	Science lab; classroom materials	Ongoing
	7	Participate in small group review sessions and science camps. T1-9	CE AR TI	5th grade students	5th grade teachers, science coaches, liaison, IS, TI specialists, admin team	Science lab, district resources	Ongoing

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers	1	Increase rigor of lessons through higher level questioning strategies; implement instructional strategies from <i>Model Schools Instructional Strategy Teacher Handbook</i> , <i>Using Technology With Classroom Instruction That Works</i> , <i>Drawing on the Inventive Mind</i> by Jon Pearson; Rice science program. T1-4	AR SD T TI	All science teachers	Science coaches, teachers, liaison, IS, TI specialists, LoTI mentors admin team, art teacher	LoTI training, staff development, book studies, wikis, DATE grant; Rice program	Ongoing
	2	Model think aloud strategies for answering TAKS format questions.	AR SD	Science teachers 3-5	Science coaches, teachers, liaison, IS, TI specialists	District resources	Ongoing
	3	Use PBIS, BBR, LoTI, Quantum Learning, <i>Getting to Got It</i> (Garner) and <i>Green Light Classroom</i> (Rich Allen) strategies to create a supportive and energetic learning environment; utilize incentives and celebrations to provide recognition and reinforce efforts.	SD T TI	All staff	All teachers, admin team, PBIS team and coach, BBR liaison, HEATER comm	PBIS, BBR, and Quantum Learning materials; professional literature	Ongoing
	4	Monitor student achievement through checkpoints, benchmarks, unit tests, mega monitoring, and weekly collaboration sessions with grade level or vertical teams, participate in PLCs based on <i>Learning by Doing</i> by DuFour, attend new teacher training as needed. T1-8	AR T1 T	All science teachers	Science coaches, teachers, liaison, IS, TI specialists admin team	Cognos, district reports, achievement meetings, vertical teams, professional literature	Ongoing
	5	Analyze data to make decisions regarding effective instruction. T1-8	AR T1 T	All science teachers	Science coaches, teachers, liaison, IS, TI specialists admin team	Cognos, district reports, achievement meetings, data displays	Each nine weeks

Part I: Areas to Improve

Objective #3 – Science

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Teachers Cont'd	6	Utilize non-fiction literature and software to reinforce science concepts; utilize anchor charts to reinforce concepts and vocabulary. T1-2	AR SD T1 T	All science teachers	Science coaches, teachers, liaison, IS, TI specialists, admin team, read specialists, librarian	Literacy library, classroom libraries, professional library, computer labs	Ongoing
	7	Provide 60 minutes of uninterrupted instruction.	AR	Science teachers 2-5	Admin team	Master schedule	Beginning of year
Parents	1	Communicate with parents regarding student achievement through conferences, phone calls, and parent meetings. T1-6	PI TI	All parents	Teachers, IS, TI specialists, admin team	Individual reports, student work samples	Ongoing
	2	Provide parents with information and materials to support science concepts at home.	PI T1	All parents	Teachers, IS, TI specialists	Study guides, vocabulary suitcases	Ongoing
	3	Attend science showcase to strengthen home/school partnership and reinforce science concepts.	PI T1	All parents	All science teachers	Science materials; incentives	End of year

Area of Focus: Mathematics

Goal: EXEMPLARY

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 Target	2010 Com Target
3	All	117	91	35	127	88	34	96	37
3	AA	13	85	46	8	88	25	90	48
3	Hispanic	78	90	26	90	87	26	95	35
3	White	12	100	42	17	94	47	100	44
3	Eco. Dis.	91	89	25	93	87	27	90	35
3	SpEd	--	--	--	--	--	--	--	--
3	LEP	65	88	26	71	85	20	90	35
3	LEP M1	7	100	86	12	100	83	100	90
3	LEP M2	--	--	--	--	--	--	--	--
4	All	112	91	35	128	88	21	96	37
4	AA	8	100	25	9	89	22	100	35
4	Hispanic	79	89	25	81	86	17	94	35
4	White	14	93	43	24	83	21	98	45
4	Eco. Dis.	75	92	33	83	84	19	97	35
4	SpEd	--	--	--	--	--	--	--	--
4	LEP	53	91	23	47	81	13	95	35
4	LEP M1	6	100	67	20	100	35	100	70
4	LEP M2	13	100	92	11	91	45	100	96
5	All	123	96	47	121	97	47	100	49
5	AA	12	100	42	9	100	33	100	44
5	Hispanic	73	95	41	83	98	46	97	98
5	White	23	96	57	22	91	45	100	60
5	Eco. Dis.	88	95	40	79	99	44	100	42
5	SpEd	--	--	--	7	71	43	--	--
5	LEP	28	93	14	22	91	41	98	35
5	LEP M1	10	100	70	7	100	86	100	77
5	LEP M2	18	100	50	24	100	42	100	53

District Priority:

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

#4

For 2009-2010, all sub populations:

will increase mathematics performance levels to **90% or better** or a 5% gain if already at or above 90%.

will increase commended performance levels to meet or exceed **Gold Performance Acknowledgment of 35%**

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group (%)	Person(s) Responsible	Resources	Timeline
Students	1	Improve counting skills through calendar practices and Math Their Way exploration and counting tubs. (kindergarten)	AR CE T1	Kinder students	Kinder teachers, IS	Math Their Way, Everyday Counts	Ongoing
	2	Practice skills through model drawing, test taking strategies, common assignments, daily review, benchmark reviews, quizzes, and benchmarks; use manipulatives to reinforce conceptual foundations.	AR CE T1	All students	Math teachers, helping teachers, coaches, IS, T1 specialists	Teacher notes, scope & sequence, PowerPoints	Ongoing
	3	Maximize instructional opportunities to review and reinforce skills in PEAM classes, while waiting in lines, and during transition times.	AR CE T1	All students	Math teachers, helping teachers, coaches, IS, T1 specialists	Teacher notes, scope & sequence, PowerPoints	Ongoing
	4	Use the four-step process, study guides, and journals to maximize achievement. T1-2	AR CE T1	All students	Math teachers, helping teachers, coaches, IS, T1 specialists	District staff development, district curriculum	Ongoing
	5	Build stamina by extending benchmark testing periods to resemble TAKS.	AR CE T1	Students in grades 3-5	Math teachers	Benchmarks	3 times a year

Part I: Areas to Improve

Objective #4 – Mathematics

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students Cont'd	6	Accelerate mathematics instruction by participating in math camps, supplemental instruction, small group instruction, and Saturday camps; use AMIP materials as appropriate.	AR CE T1	Targeted group (data based)	Math teachers, math helping teachers, math coaches, IS, T1 specialists, admin team	Saturday camps, district support staff, math club, tutorials	Ongoing
	7	Use ST math program to reinforce math concepts and develop problem-solving skills.	AR T T1	2nd, 3rd grade students	2-3 math teachers, math coaches, IS	ST math, computer lab and carts	Ongoing
Teachers	1	Analyze data to effectively focus instruction and monitor student progress; review data from mega monitoring; participate in weekly collaboration sessions with grade level or vertical teams, participate in PLCs based on <i>Learning by Doing by DuFour</i> . T1-8	AR CE T1 T	All math teachers	Math teachers, math helping teachers, math coaches, IS, T1 specialists, admin team	Grade level data meetings, Cognos, target and data displays, vertical plan	Ongoing
	2	Improve first instruction following the lesson cycle of focus, guided practice, group work, independent work and celebration; balance visual, auditory, kinesthetic presentations.	AR CE T1 T	All math teachers	Math teachers, math helping teachers, math coaches, IS	Math curriculum, Educaide, DATE grant	Ongoing
	3	Provide immediate feedback by monitoring students on daily review, class work and adjust instruction for re-teaching or enrichment.	AR CE T1	All math teachers, students	Math teachers, math helping teachers	Student work samples, curriculum	Ongoing
	4	Follow the instructional sequence of lessons from concrete to abstract learning outlined in teacher notes and strategy PowerPoints; utilize Educaide.	AR CE T1	All math teachers	Math teachers, math helping teachers	Teacher notes	Ongoing
	5	Create “good enough” work using the levels of thinking framework to maximize rigor and alignment to TAKS assessment.	AR CE T1	All math teachers	Math teachers, math helping teachers	Staff development, math coaches	Ongoing

Part I: Areas to Improve

Objective #4 – Mathematics

Teachers Cont'd	6	Use PBIS, BBR, LoTI, Quantum Learning, <i>Getting to Got It</i> (Garner), <i>Green Light Classroom</i> (Rich Allen) strategies, and Marzano High Yield Strategies to create a supportive and energetic learning environment; utilize incentives and celebrations to provide recognition and reinforce efforts.	SD T TI	All staff	All teachers, admin team, PBIS team, PBIS coach, BBR liaison, QL committee	Staff development, PBIS, BBR, and Quantum Learning materials; professional literature	Ongoing
	7	Utilize non-fiction books, software, and math materials to reinforce math concepts.	AR SD T1 T	All math teachers	Math teachers, liaison, Title 1 specialists, IS, admin team, read specialists, librarian	Literacy library, classroom libraries, professional library, computer labs	Ongoing
Parents	1	Participate in parent nights and parent sessions at camps. T1-6	PI T1	All parents	Teachers, admin team	Parent handouts	Each semester
	2	Communicate with parents regarding student achievement through conferences, phone calls, and parent meetings.	PI T1	All parents	Teachers, admin team	Individual reports, student work samples	Ongoing
	3	Provide training and materials to reinforce math skills at home.	PI T1	All parents	Teachers, Title I specialists, IS, admin team	Support materials; incentives	Ongoing

Area of Focus: Reading/English Language Arts

Goal: Exemplary

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 Target	2010 Com Target
3	All	115	94	40	130	90	21	99	42
3	AA	12	100	50	9	100	33	100	53
3	Hispanic	77	91	27	93	89	11	96	35
3	White	12	100	83	17	88	47	100	87
3	Eco. Dis.	89	92	28	97	88	17	97	35
3	SpEd	--	--	--	--	--	--	--	--
3	LEP	66	91	28	70	86	4	96	35
3	LEP M1	7	100	71	12	100	58	100	75
3	LEP M2	--	--	--	--	--	--	--	--
4	All	112	86	17	129	78	13	90	35
4	AA	8	100	13	9	78	--	100	35
4	Hispanic	79	80	8	81	70	10	90	35
4	White	14	100	50	25	88	20	100	53
4	Eco. Dis.	75	81	11	83	69	13	90	35
4	SpEd	--	--	--	--	--	--	--	--
4	LEP	53	74	4	47	55	2	90	35
4	LEP M1	6	100	33	20	95	20	100	35
4	LEP M2	13	100	46	11	100	18	100	48
5	All	123	93	33	120	94	33	98	35
5	AA	12	100	42	9	100	56	100	44
5	Hispanic	74	91	24	83	93	28	96	35
5	White	23	96	43	21	100	29	100	45
5	Eco. Dis.	87	91	30	79	97	28	96	35
5	SpEd	--	--	--	6	83	33	--	--
5	LEP	29	83	3	22	73	5	90	35
5	LEP M1	10	100	20	7	100	29	100	35
5	LEP M2	18	100	33	24	100	38	100	35

Part I: Areas to Improve

Objective #5 – Reading/English Language Arts

District Priority:

1A

Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

#5

For 2009-2010, all sub populations:

will increase reading/ELA performance levels to **90% or better** or a 5% gain if already at or above 90%.

will increase commended performance levels to meet or exceed **Gold Performance Acknowledgment of 35%**

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Improve phonological awareness skills through daily instruction (i.e. Neuhaus, Phonics Q, Words Their Way activities, Key Skills Phonics, iStation).	AR CE T1 T	All students	LA teachers, reading specialists, IS, TI specialists, district helping teachers	Neuhaus materials, Key Skills, Word Sorts, Phonics Q, iStation	Ongoing
	2	Increase accuracy, fluency, and stamina by dedicating 15+ minutes daily to independent reading and balanced literacy components; increase oral language fluency and vocabulary	AR CE T1 T	All students	LA teachers, reading specialists, IS, TI specialists, help teachers	Fluency lab (Read Naturally), Achieve 3000, literacy library, oral language lab	Ongoing
	3	Improve reading comprehension and critical reading skills on TEKS performance identified as weak on benchmarks by using effective strategies (i.e., think-alouds, anchor charts, balanced reading components, Fountas and Pinnel leveled system, strategies from <i>Mosaic of Thought</i> by Zimmermann and Keene, Read 180 for 4 th and 5 th grade, KidBiz, dyslexia services for identified students); provide use of the iStation reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at risk of reading failure, Pre-K through 3. T1-2	AR CE T1 T	All students	LA teachers, reading specialists, IS, Title 1 specialists, district helping teachers	Benchmark scores, staff development, Read 180, KidBiz, iStation	Ongoing

Part I: Areas to Improve

Objective #5 – Reading/English Language Arts

Students Cont'd	4	Accelerate independent reading level through guided reading practice and improve performance on district and state testing.	AR CE T1 T	All students	LA teachers, reading specialists, IS, Title 1 specialists, help teachers	Literacy library, fluency lab, staff development	Ongoing
Teachers	1	Use data to effectively focus and redirect instruction and guide goal setting with students; use data from iStation assessments for primary grades, SGRI assessments, Tejas Lee; utilize <i>Intervention by Design</i> kits; review data from mega monitoring; participate in weekly collaboration sessions with grade level or vertical teams, participate in PLCs based on <i>Learning by Doing</i> by DuFour; observe model teachers, as needed. T1-2	T1 T	All LA teachers	LA teachers, reading specialists, IS, Title 1 specialists, district helping teachers, model teachers	Cognos, student conferences, ISIP, Tejas Lee, professional literature	Ongoing
	2	Utilize a balanced literacy approach to teach district curriculum (i.e., guided reading, independent reading, shared reading, read-aloud with accountable talk, reading mini-lessons, units of study), strategies from <i>Mosaic of Thought</i> by Zimmermann and Keene, <i>Growing Readers</i> by Collins & Calkins, and books and software for professional library, school library, classroom libraries, necessary books, continuum books and leveled system by Fountas and Pinnell, and touchstone texts; provide training for literacy and dyslexia services; utilize ARIP support as appropriate. T1-4	SD CE T1 T	All LA teachers	LA teachers, reading specialists, IS, Title 1 specialists, district helping teachers, librarian	District staff development, Intranet, PLC's and wikis, Fountas and Pinnell Assessment System	Ongoing
	3	Use PBIS, BBR, LoTI, Quantum Learning, <i>Getting to Got It</i> (Garner), and <i>Green Light Classroom</i> (Rich Allen) strategies to create a supportive and energetic learning environment; utilize incentives and celebrations to provide recognition and reinforce efforts.	SD T TI	All staff	All teachers, admin team, PBIS team, PBIS coach, BBR liaison, HEATER committee	Staff development, materials for PBIS, BBR, and Quantum Learning, pro. literature	Ongoing

	4	Implement early literacy strategies to provide appropriate instruction for students receiving special education services.	SD CE TI	Students receiving SpEd services	SpEd teachers, SpEd liaison, diagnostician, admin team	SpEd resources	Ongoing
Parents	1	Participate in parent nights and parent sessions at camps. T1-6	PI T1	All parents	Teachers, reading specialists, admin team	Parent handouts; incentives	Each semester
	2	Communicate with teachers regarding student achievement through conferences, phone calls, and parent meetings.	PI TI	All parents	Teachers, reading specialists, admin team	Individual reports, student work samples	Ongoing
	3	Support reading at home by reinforcing reading skills taught at school and reading with children (take home books, books on tape, Keep Books).	T1 PI	All parents	Teachers, reading specialists, admin team	Take-home readers, strategy sheets	Ongoing

Area of Focus: Writing

Goal: EXEMPLARY

Grade	Demoinfo	Tested 09	% Met 09	% Com 09	Tested 08	% Met 08	% Com 08	2010 Target	2010 Com Target
4	All	112	91	13	129	89	16	96	35
4	AA	8	75	--	9	89	22	90	35
4	Hispanic	80	90	9	81	91	10	95	35
4	White	13	100	31	25	76	20	100	35
4	Eco. Dis.	75	89	9	83	89	16	90	35
4	SpEd	--	--	--	--	--	--	--	--
4	LEP	54	89	7	47	87	4	90	35
4	LEP M1	6	100	33	20	100	35	100	35
4	LEP M2	13	100	15	11	91	27	100	35

District Priority:

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

Campus Performance Objective:

#6 **For 2009-2010, all sub populations:**
will increase writing performance levels to **90% or better** or a 5% gain if already at or above 90%.
will increase commended performance levels to meet or exceed **Gold Performance Acknowledgment of 35%**

Formative/Summative Evaluation:

District-developed tests and Texas Assessment of Knowledge and Skills

Part I: Areas to Improve

Objective #6 – Writing

STP	Strategies		Codes*	Target Group (%)	Person(s) Responsible	Resource	Timeline
Students	1	Participate in writing workshop through units of study and writing kits (Calkins, Fletcher); publish selected writing samples.	AR CE T1	All students	Teachers, IS, TI specialists, district helping teachers	Units of study, writing materials, six traits materials	Ongoing
	2	Practice composing skills multiple times a week.	AR CE T1	All students	Teachers, IS, TI specialists, district helping teachers	Units of study, writing materials, six traits materials	Ongoing
	3	Participate in fall and spring writing camps (in class and Saturday camp). T1-9	AR CE T1	Targeted group	Teachers, IS, T1 specialists, admin team	Units of study, writing materials, six traits materials	Each semester
	4	Improve usage, mechanics, spelling, revising, and editing skills.	AR CE T1	All students	Teachers, IS, TI specialists, district helping teachers	Units of study, writing materials, six traits materials	Ongoing
Teachers	1	Analyze data to effectively focus instruction and monitor student progress; review data from mega monitoring; participate in weekly collaborations with grade level/vertical teams, participate in PLCs based on <i>Learning by Doing</i> by DuFour; observe model teachers, as needed.	AR CE T1 T	All LA teachers	LA teachers, IS, T1 specialists, admin team, district helping teachers, model teachers	Cognos, target and data displays, vertical teams	Ongoing
	2	Teach writing composition through the six traits, examples of high-quality compositions, and writing units of study (kits from Calkins and Fletcher).	AR CE T1 SD	All LA teachers	Teachers, IS, district helping teachers	Staff development, grade level meetings	Ongoing
	3	Implement the balanced literacy schedule incorporating reading and writing workshop and units of study.	AR CE T1 SD	All LA teachers	Teachers, IS, T1 specialists, district helping teachers, admin team	Staff development, grade level meetings	Ongoing

	4	Improve expertise on writing units of study, six traits, scoring compositions, and revision and editing.	AR CE T1 SD	All LA teachers	Teachers, IS, T1 specialists, district helping teachers	Staff development	Ongoing
	5	Continue to develop and accelerate learning in students' phonological awareness, spelling, language usage and mechanics, revision and editing through mentor texts, leveled spelling program, writing and reading workshop, and units of study.	AR CE T1 SD	All LA teachers	Teachers, IS, T1 specialists, district helping teachers	Staff development, grade level meetings	Ongoing
	6	Improve TELPAS writing scores to reach "advanced high" criteria to exit ESL and bilingual students.	AR CE T1 SD	ESL, bilingual teachers	ESL, bilingual teachers, IS, T1 specialists, helping teachers, admin team	Rubrics, TELPAS training, units of study, staff development	Ongoing
	7	Use PBIS, BBR, LoTI, Quantum Learning, <i>Getting to Got It</i> (Garner), and <i>Green Light Classroom</i> (Rich Allen) strategies to create a supportive and energetic learning environment; utilize incentives and celebrations to provide recognition and reinforce efforts.	SD T TI	All staff	All teachers, admin team, PBIS team and coach, BBR liaison, HEATER comm	Staff dev, materials for PBIS, BBR, and Quantum Learning, professional literature	Ongoing
Parents	1	Participate in parent nights and parent camp sessions. T1-6	T1 PI	All parents	Teachers, IS, TI specialists, admin team	Parent handouts	Each semester
	2	Communicate with teachers regarding student achievement through conferences, phone calls, and parent meetings.	T1 PI	All parents	Teachers, IS, TI specialists, admin team	Individual reports, student work samples	Ongoing
	3	Support writing at home by reinforcing writing skills taught at school.	T1 PI	All parents	Teachers, IS, TI specialists, admin team	Writer's notebook, journals	Ongoing

*** Legend**

Code	Plan	Indicates that the strategy addresses...
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

CIP PART II: ASSURANCE ADDENDUM

**Lieder Elementary
Missy Edgerton
2009-2010
Campus Improvement Plan
Cypress-Fairbanks Independent School District
Section A**

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Lieder Elementary has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups' performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students' needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus's completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district's Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district's scope and sequence for the course and/or grade level.
	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)
X	Provided use of the iStation reading program with students identified based on ISIP scores, or who are identified for special education services, or who are at-risk of reading failure, Pre-K through 3.
X	Assist preschool students in the successful transition from early childhood programs or home to Kindergarten or Pre-Kindergarten.

CIP PART II: ASSURANCE ADDENDUM

X	IDEA Part B and IDEA Preschool Stimulus Funds – Funds are utilized to provide technology, professional development, instructional resources, and innovative programs to support teacher in services to student with disabilities and lowering preschool LRE.
X	The use and implementation of Stimulus money will be monitored monthly.

CIP PART II: ASSURANCE ADDENDUM

Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Missy Edgerton	Principal:
Anna Garcia	Teacher 1:
Janelle Hillen	Teacher 2:
Brandi Mendoza	Teacher 3:
Angela Davidson	Teacher 4:
Ruben Toro	Teacher 5:
Meghan McAuliffe	Teacher 6:
Julia Watts	Teacher 7:
Tom Halligan	Teacher 8:
Al Brien	Non-teaching professional 1:
Kristen Patek	Non-teaching professional 2:
Carlos Miranda	Parent 1:
Janis Garcia	Parent 2:
Don Bradford	Community resident 1:
Patti Lozano	Community resident 2:
Jennifer Pearce, Chick-Fil-A	Business representative 1:
Patrika Romano, Bonehead Graphics	Business representative 2:

CPOC Meetings* for '09 – '10			
#	Date	Time	Location
1	9/15/09	4:00 – 5:00 PM	Meeting area, Lieder Elementary
2	11/10/09	4:00 – 5:00 PM	Meeting area
3	1/12/10	4:00 – 5:00 PM	Meeting area
4	3/9/10	4:00 – 5:00 PM	Meeting area
5	5/11/10	4:00 – 5:00 PM	Meeting area

* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	Goal	Description	Formative	Summative	Strategy
X	1) TAKS Recognized or Exemplary	For 2009-2010, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
X	2) TAKS Commended Performance	For 2009-2010, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
X	3) Parent and Community Involvement	For 2009-2010, the percent of parents and community members attending VIPS meetings will increase by 5% .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
X	4) Violence Prevention and Intervention	For 2009-2010, discipline referrals for drugs, alcohol, and tobacco will be maintained at 0% .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2009-2010, the discipline referrals for	Each grading period the discipline referrals will be	At the end of the school year, the discipline	Implement and monitor the school-wide safety and

CIP PART II: ASSURANCE ADDENDUM

X		offenses will be reduced by 15% from the previous school year.	reviewed to determine the percent of referrals.	referrals will be reviewed to determine the percent of referrals for inappropriate physical contact .	security plan.
X	6) Special Education	For 2009-2010, the percent of students meeting ARD expectations will be at or above 90% .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
X	7) Highly Qualified Teacher	For 2009-2010, the percent of highly qualified teachers in the core academic areas will be at 100% .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
NA	8) Secondary Drop-out Prevention	For 2009-2010, the dropout rate will be XX% or less with no student group exceeding XX% .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2009-2010 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
NA	9) High School AEIS – Ninth Graders	The percent of 2009-2010 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least XX% .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
NA	10) Recommended High School Program	For 2009-2010, the percent of students who graduate with RHSP will be at or above XX% .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	11) High School AEIS – Advanced Courses and	For 2009-2010, the percent of students who	Each semester, the number and percent of	At the end of the school year, the percent of	Inform parents and students about graduation

CIP PART II: ASSURANCE ADDENDUM

NA	Dual Credit	have completed at least one advanced course will be at or above XX %.	students enrolled in at least one advanced course will be reviewed.	students completing at least one advanced course in high school will be reviewed to see if the objective was met.	requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	12) High School AEIS – Advanced Placement Exams	For 2009-2010, the percent of students who take an AP exam will be at or above XX %.	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	13) High School AEIS – SAT/ACT Exams	For 2009-2010, the percent of graduates who take SAT/ACT exams will be at or above XX %.	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
NA	14) High School CTE	For 2009-2010, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) XX %.	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

CIP PART II: ASSURANCE ADDENDUM

Section D

10 Components of a Title I Program

- 1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
- 2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
- 3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
- 5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
- 7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
- 8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
- 9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
- 10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

CIP PART II: ASSURANCE ADDENDUM

Lieder Elementary Cypress-Fairbanks Independent School District Staff Development Plans 2009-2010			
Date	Audience	Responsible for Planning	Purpose/Content
August 3	Leadership Conference (8-10)	District Administrative Staff	
August 3	GLT/AMS (10-4)	District Administrative Staff	
August 4	Legal Conference (8-10)	District Administrative Staff	
August 11	Department Chair & Team Leader	Secondary Curriculum Staff	
August 13 & 14	New Staff Orientation	District & Campus Administrative Staff	
August 17	**Elementary and Secondary Campus	Campus Administrative Staff	
August 18	**Elementary and Secondary Campus	Campus Administrative Staff	
August 19	Secondary Campus	Campus Administrative Staff	
August 19	Elementary District (Adam-Keith)	Elementary Curriculum Staff	
August 20	Secondary District	Secondary Curriculum Staff	
August 20	Elementary District (Kirk-Yeager)	Elementary Curriculum Staff	
August 21	Elementary and Secondary Campus	Campus Administrative Staff	
October 12	Elementary Parent Conferences	Campus Administrative Staff	
October 12	Secondary District	Secondary Curriculum Staff	
January 4	Elementary District	Elementary Curriculum Staff	
January 4	**Secondary Campus	Campus Administrative Staff	
January 5	**Elementary and Secondary Campus	Campus Administrative Staff	
*February 15	Elementary and Secondary Campus	Campus Administrative Staff	
*June 3	Elementary and Secondary Campus	Campus Administrative Staff	

* Inclement Weather Days MAY NOT BE USED AS CTE.

** A campus may choose a maximum of two Campus Time Equivalency Days. No waiver is required; however, please notify the Staff Development office with the dates of your planned CTE days, if any.